



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 12511730
SAU: MSAD 57
School: Waterboro Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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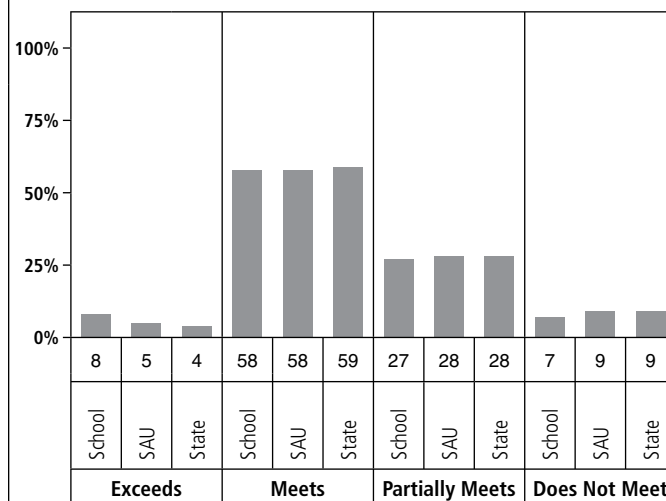
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: MSAD 57
School: Waterboro Elementary School

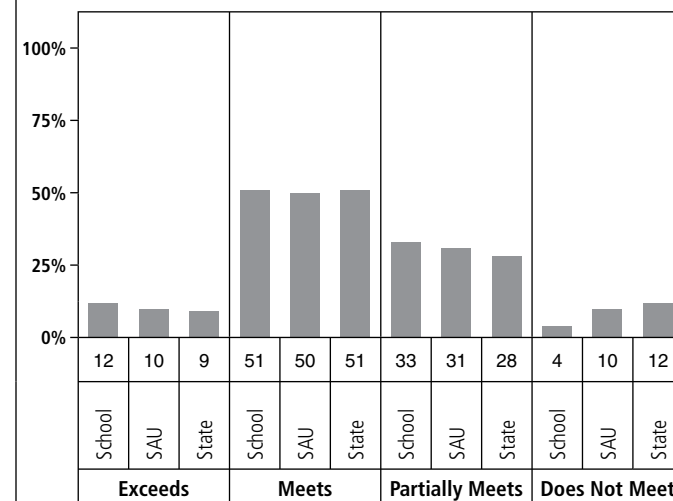
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	445	444	444
2006–2007	445	443	445
2007–2008	446	445	445
Cum. Avg. *	445	444	445
Mathematics			
2005–2006	445	442	444
2006–2007	443	443	445
2007–2008	448	446	445
Cum. Avg. *	445	444	445
Science & Technology			
2005–2006	443	443	444
2006–2007	443	444	444
2007–2008	444	444	444
Cum. Avg. *	443	444	444

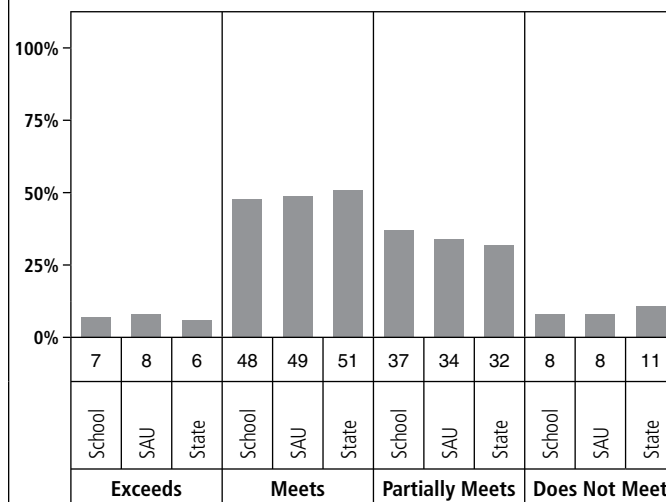
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 4
 SAU: MSAD 57
 School: Waterboro Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
							ELA-Reading						Mathematics						Science and Technology						School			SAU			State			
	School		SAU		State		School		SAU		State		School		SAU		State																	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	109	100	265	100	14207	100	109	100	265	100	14181	100	109	100	263	100	14123	100	109	100	263	100	14115	99										
Ethnicity African American/Black	0	0	1	0	390	3	0	0	1	100	388	99	0	0	1	100	388	99	0	0	1	100	386	99										
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100										
Asian or Pacific Islander	2	2	5	2	263	2	2	100	5	100	259	98	2	100	5	100	262	100	2	100	5	100	262	100										
Hispanic	0	0	3	1	170	1	0	0	3	100	168	99	0	0	3	100	166	98	0	0	3	100	166	98										
Caucasian/White	107	98	256	97	13282	93	107	100	256	100	13264	100	107	100	254	100	13205	100	107	100	254	100	13199	99										
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										
Identified disability	25	23	43	16	2524	18	25	100	43	100	2514	100	25	100	41	100	2498	99	25	100	41	100	2494	99										
Current LEP	0	0	2	1	385	3	0	0	2	100	377	98	0	0	2	100	383	99	0	0	2	100	380	99										
Economically disadvantaged	42	39	92	35	5587	39	42	100	92	100	5569	100	42	100	91	100	5538	99	42	100	91	100	5534	99										
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100										

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	84	77	217	82	10755	76	83	76	216	82	10730	76	82	75	215	81	10776	76						
Identified disability (PET/IEP)	2	2	3	1	375	3	2	2	3	1	374	3	2	2	3	1	384	4						
LEP	0	0	1	0	148	1	0	0	1	0	148	1	0	0	1	0	150	1						
504 plan	1	1	5	2	114	1	1	1	5	2	114	1	1	1	5	2	115	1						
Participation with accommodations	22	20	44	17	3298	23	23	21	43	16	3267	23	24	22	44	17	3215	23						
Identified disability (PET/IEP)	20	91	36	82	2013	61	20	87	34	79	1998	61	20	83	34	77	1986	62						
LEP	0	0	1	2	225	7	0	0	1	2	233	7	0	0	1	2	229	7						
504 plan	1	5	1	2	69	2	1	4	1	2	68	2	1	4	1	2	67	2						
Other	1	5	6	14	1046	32	2	9	7	16	1023	31	3	13	8	18	987	31						
Participation through alternate assessment (PAAP)	3	3	4	2	126	1	3	3	4	2	126	1	3	3	4	2	124	1						
Identified disability (PET/IEP)	3	100	4	100	126	100	3	100	4	100	126	100	3	100	4	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	2	1	16	0	0	0	2	1	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 57
School: Waterboro Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	4	4	13	5	601	4
	2006-2007	3	3	5	2	507	4
	2007-2008	8	8	14	5	559	4
	Cum. Total*	15	5	32	4	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	69	61	152	56	7910	57
	2006-2007	51	57	134	54	8749	63
	2007-2008	62	58	152	58	8308	59
	Cum. Total*	182	59	438	56	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	31	27	78	29	3970	29
	2006-2007	31	35	86	35	3467	25
	2007-2008	29	27	72	28	3922	28
	Cum. Total*	91	30	236	30	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	9	8	28	10	1421	10
	2006-2007	4	4	21	9	1165	8
	2007-2008	7	7	23	9	1264	9
	Cum. Total*	20	6	72	9	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	30.3	63.1	29.7	61.9	29.7	61.9
Literary Text	24	50	15.7	65.4	15.3	63.8	15.5	64.6
Informational Text	24	50	14.7	61.3	14.4	60.0	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 57
 School: Waterboro Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	106	8	8	62	58	29	27	7	7	446	261	5	58	28	9	445	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										1						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	2										5	0	60	0	40	439	259	6	61	22	11	445
Hispanic	0										2						164	0	45	38	16	440
Caucasian/White	104	8	8	61	59	29	28	6	6	446	253	6	58	28	8	445	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	22	0	0	8	36	10	45	4	18	438	39	0	31	38	31	435	2388	0	29	44	26	437
No	84	8	10	54	64	19	23	3	4	448	222	6	63	26	5	447	11665	5	65	25	6	446
Current LEP																						
Yes	0										2						373	1	32	35	32	436
No	106	8	8	62	58	29	27	7	7	446	259	5	58	28	8	445	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	42	0	0	22	52	16	38	4	10	441	91	0	57	31	12	442	5502	1	47	37	14	441
No	64	8	13	40	63	13	20	3	5	449	170	8	59	26	7	447	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	106	8	8	62	58	29	27	7	7	446	261	5	58	28	9	445	14048	4	59	28	9	445
Gender																						
Female	54	4	7	33	61	14	26	3	6	446	136	6	63	24	8	446	6959	5	61	26	8	446
Male	52	4	8	29	56	15	29	4	8	445	125	5	54	32	10	444	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1890	0	37	46	17	439
No	106	8	8	62	58	29	27	7	7	446	261	5	58	28	9	445	12163	5	63	25	8	446
Gifted/talented program																						
Yes	5	1	20	4	80	0	0	0	0	456	13	31	69	0	0	457	266	21	74	4	0	456
No	101	7	7	58	57	29	29	7	7	445	248	4	58	29	9	444	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 57
 School: Waterboro Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	6	60	3	30	1	10	443	8	0	50	35	15	442	5	1	42	36	21	440
B. less than one hour	76	7	9	48	59	22	27	4	5	447	71	7	60	28	5	446	74	4	62	27	7	445
C. one to two hours	12	1	8	7	54	4	31	1	8	444	18	4	64	23	9	445	18	5	59	29	7	446
D. more than two hours	2	0	0	1	50	0	0	1	50	442	3	0	25	25	50	432	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	25	4	15	16	59	6	22	1	4	449	32	10	60	28	2	448	30	6	63	24	7	446
B. They match some of what I have learned.	56	3	5	37	63	15	25	4	7	446	50	4	64	26	6	446	52	4	63	27	6	446
C. They match just a little of what I have learned.	12	1	8	8	62	4	31	0	0	445	11	3	55	34	7	443	12	2	46	37	15	441
D. There is no match.	7	0	0	1	14	4	57	2	29	433	7	0	26	26	47	433	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	35	5	14	23	62	6	16	3	8	449	38	10	64	19	6	448	35	7	66	20	6	448
B. good	48	3	6	34	67	12	24	2	4	446	47	3	64	28	5	445	51	3	60	29	7	445
C. fair	14	0	0	5	33	9	60	1	7	441	12	0	31	47	22	438	12	1	44	40	16	440
D. poor	3	0	0	0	0	2	67	1	33	433	2	0	0	67	33	433	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	21	1	5	9	41	9	41	3	14	441	23	2	44	37	17	441	19	2	46	34	17	442
B. about the same as my regular schoolwork	67	7	10	44	63	17	24	2	3	448	60	8	64	25	4	447	62	5	64	26	5	446
C. easier than my regular schoolwork	12	0	0	8	62	3	23	2	15	442	16	2	57	29	12	443	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	16	0	0	6	35	8	47	3	18	438	18	0	34	40	26	437	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	58	5	8	39	64	15	25	2	3	448	51	4	68	25	3	447	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	26	3	11	17	61	6	21	2	7	446	31	12	59	24	5	447	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	17	1	6	13	72	3	17	1	6	449	18	9	70	13	9	448	18	7	64	22	7	447
B. 20 minutes to an hour	54	7	12	34	60	15	26	1	2	448	51	8	61	26	5	446	55	4	64	26	6	446
C. less than 20 minutes	12	0	0	7	54	5	38	1	8	440	15	0	50	37	13	441	14	2	53	33	12	443
D. I rarely read at home.	17	0	0	8	44	6	33	4	22	439	16	0	48	40	12	442	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	24	1	4	17	68	6	24	1	4	446	26	5	60	29	6	445	23	3	50	34	13	442
B. six to ten pages	20	2	10	9	43	10	48	0	0	445	30	8	48	36	8	444	25	3	60	29	8	444
C. eleven or more pages	55	5	9	35	61	11	19	6	11	446	45	4	66	21	9	446	52	5	64	24	6	446
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	436	20	0	0	100	0	436						
B.	50	0	0	0	0	1	100	0	0	438	20	0	0	100	0	438						
C.	0										0											
D.	0										60	0	33	33	33	429						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 57
School: Waterboro Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	4	4	13	5	1294	9
	2006-2007	4	4	14	6	1054	8
	2007-2008	13	12	25	10	1321	9
	Cum. Total*	21	7	52	7	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	70	62	129	48	7000	50
	2006-2007	45	51	126	51	7394	53
	2007-2008	54	51	130	50	7079	51
	Cum. Total*	169	55	385	50	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	32	28	91	34	3784	27
	2006-2007	31	35	72	29	3729	27
	2007-2008	35	33	79	31	3955	28
	Cum. Total*	98	32	242	31	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	7	6	38	14	1894	14
	2006-2007	9	10	34	14	1735	12
	2007-2008	4	4	25	10	1642	12
	Cum. Total*	20	6	97	13	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.2	68.0	9.8	65.3	9.5	63.3
Cluster 2: Shape and Size	14	29	9.6	68.6	9.2	65.7	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.5	70.0	3.3	66.0	3.4	68.0
Cluster 4: Patterns	14	29	10.5	75.0	9.9	70.7	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 57
 School: Waterboro Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	106	13	12	54	51	35	33	4	4	448	259	10	50	31	10	446	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										1						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	2										5	0	20	80	0	437	262	14	51	23	12	447
Hispanic	0										2						162	4	41	34	21	440
Caucasian/White	104	13	13	54	52	33	32	4	4	449	251	10	51	29	10	446	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	22	1	5	7	32	12	55	2	9	442	37	3	27	46	24	438	2372	3	31	36	30	436
No	84	12	14	47	56	23	27	2	2	450	222	11	54	28	7	447	11625	11	54	27	8	447
Current LEP																						
Yes	0										2						381	4	33	28	35	435
No	106	13	12	54	51	35	33	4	4	448	257	10	50	30	10	446	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	42	4	10	18	43	18	43	2	5	445	90	9	38	42	11	443	5472	5	41	35	19	440
No	64	9	14	36	56	17	27	2	3	451	169	10	57	24	9	448	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	106	13	12	54	51	35	33	4	4	448	259	10	50	31	10	446	13992	9	51	28	12	445
Gender																						
Female	54	5	9	31	57	17	31	1	2	448	135	7	50	33	10	445	6933	9	50	29	12	445
Male	52	8	15	23	44	18	35	3	6	449	124	12	51	28	9	447	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1890	2	34	41	23	438
No	106	13	12	54	51	35	33	4	4	448	259	10	50	31	10	446	12107	11	53	26	10	446
Gifted/talented program																						
Yes	5	3	60	1	20	1	20	0	0	460	13	46	46	8	0	460	266	45	49	5	0	461
No	101	10	10	53	52	34	34	4	4	448	246	8	50	32	10	445	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 57
School: Waterboro Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	4	40	6	60	0	0	445	8	0	25	55	20	438	5	6	34	33	27	438
B. less than one hour	76	12	15	44	54	23	28	2	2	449	71	13	54	27	7	448	74	10	52	28	10	446
C. one to two hours	12	1	8	6	46	5	38	1	8	448	18	2	55	34	9	445	18	10	52	28	10	446
D. more than two hours	2	0	0	0	0	1	50	1	50	434	3	0	0	38	63	431	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	42	9	20	22	50	13	30	0	0	451	44	15	49	32	4	448	38	13	56	23	8	448
B. They match some of what I have learned.	44	4	9	26	55	16	34	1	2	448	41	7	57	27	8	447	48	8	52	29	10	445
C. They match just a little of what I have learned.	11	0	0	6	50	5	42	1	8	444	10	0	44	30	26	440	10	4	35	39	22	439
D. There is no match.	3	0	0	0	0	1	33	2	67	431	4	0	9	55	36	434	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	8	21	18	47	9	24	3	8	449	36	16	53	20	11	448	35	16	55	20	8	449
B. good	50	5	9	31	58	16	30	1	2	449	48	8	54	31	7	446	48	7	52	31	11	445
C. fair	12	0	0	5	38	8	62	0	0	444	12	0	41	47	13	442	14	3	41	38	18	440
D. poor	2	0	0	0	0	2	100	0	0	440	3	0	11	67	22	438	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	0	0	5	56	3	33	1	11	444	13	6	38	34	22	442	15	4	38	33	25	439
B. about the same as my regular schoolwork	76	12	15	40	51	25	32	2	3	449	69	11	52	31	6	447	64	10	54	28	9	446
C. easier than my regular schoolwork	15	1	6	9	56	5	31	1	6	448	19	6	54	25	15	445	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	14	2	13	7	47	5	33	1	7	448	20	8	51	22	20	444	23	8	47	29	16	443
B. two or three days a week	34	2	6	20	56	13	36	1	3	447	37	7	56	31	6	447	36	11	54	27	9	447
C. two or three times each month	19	3	15	12	60	3	15	2	10	450	22	11	51	26	12	446	25	10	53	27	10	446
D. never or almost never	33	6	17	15	43	14	40	0	0	449	21	15	39	43	4	447	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	1	33	2	67	0	0	440	7	6	41	18	35	440	5	3	30	33	33	436
B. two or three days a week	14	2	13	10	67	3	20	0	0	451	17	7	51	29	13	444	19	8	50	30	12	445
C. two or three times each month	25	5	19	12	46	7	27	2	8	450	29	11	53	28	8	447	38	11	55	26	8	447
D. never or almost never	58	6	10	31	50	23	37	2	3	448	47	11	50	34	6	447	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	0	0	5	63	3	38	0	0	445	12	3	33	47	17	439	8	3	33	38	25	438
B. 30–45 minutes	42	2	4	22	49	20	44	1	2	446	39	7	51	33	9	445	27	6	48	33	13	443
C. 45–60 minutes	16	3	18	10	59	4	24	0	0	451	31	10	58	28	5	447	38	11	54	26	9	447
D. more than 60 minutes	34	8	22	17	47	8	22	3	8	451	19	18	47	20	14	449	26	13	55	23	9	448
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	440	20	0	0	100	0	440						
B.	50	0	0	1	100	0	0	0	0	448	20	0	100	0	0	448						
C.	0										0											
D.	0										60	0	33	33	33	440						

SCIENCE AND TECHNOLOGY RESULTS

Test Date:	March 2008
Grade:	4
SAU:	MSAD 57
School:	Waterboro Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	5	4	11	4	751	5
	2006-2007	4	4	16	7	963	7
	2007-2008	7	7	20	8	882	6
	Cum. Total*	16	5	47	6	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	58	51	131	48	7251	52
	2006-2007	40	45	117	48	6824	49
	2007-2008	51	48	128	49	7130	51
	Cum. Total*	149	48	376	48	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	39	35	98	36	4514	32
	2006-2007	37	42	87	35	4382	32
	2007-2008	39	37	89	34	4433	32
	Cum. Total*	115	37	274	35	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	11	10	31	11	1458	10
	2006-2007	8	9	26	11	1735	12
	2007-2008	9	8	22	8	1546	11
	Cum. Total*	28	9	79	10	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	7.8	65.0	8.1	67.5	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.2	60.0	7.3	60.8	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.2	60.0	7.4	61.7	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.9	65.8	7.7	64.2	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 57
 School: Waterboro Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	106	7	7	51	48	39	37	9	8	444	259	8	49	34	8	444	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										1						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	2										5	0	40	40	20	434	262	5	52	28	14	443
Hispanic	0										2						162	2	38	39	21	439
Caucasian/White	104	7	7	51	49	38	37	8	8	444	251	8	49	35	8	445	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	22	0	0	7	32	11	50	4	18	438	37	0	27	57	16	437	2370	2	32	41	25	437
No	84	7	8	44	52	28	33	5	6	445	222	9	53	31	7	446	11621	7	55	30	8	445
Current LEP																						
Yes	0										2						379	1	25	35	39	433
No	106	7	7	51	48	39	37	9	8	444	257	8	50	34	8	444	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	42	0	0	18	43	18	43	6	14	439	90	3	47	37	13	441	5470	3	41	39	18	440
No	64	7	11	33	52	21	33	3	5	447	169	10	51	33	6	446	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	106	7	7	51	48	39	37	9	8	444	259	8	49	34	8	444	13986	6	51	32	11	444
Gender																						
Female	54	3	6	26	48	22	41	3	6	443	135	6	53	34	7	444	6929	6	49	33	12	443
Male	52	4	8	25	48	17	33	6	12	444	124	10	46	35	10	445	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1888	1	32	44	23	437
No	106	7	7	51	48	39	37	9	8	444	259	8	49	34	8	444	12103	7	54	30	9	445
Gifted/talented program																						
Yes	5	1	20	4	80	0	0	0	0	456	13	54	38	8	0	460	266	30	65	5	1	457
No	101	6	6	47	47	39	39	9	9	443	246	5	50	36	9	444	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 57
School: Waterboro Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	1	10	3	30	3	30	3	30	438	8	5	25	40	30	436	5	4	37	36	22	439
B. less than one hour	76	6	7	40	49	30	37	5	6	445	71	8	50	37	5	445	74	6	53	31	10	444
C. one to two hours	12	0	0	7	54	5	38	1	8	443	18	6	62	26	6	446	18	7	52	32	8	445
D. more than two hours	2	0	0	1	50	1	50	0	0	439	3	0	38	25	38	432	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	20	3	14	8	38	7	33	3	14	445	28	10	48	31	11	445	24	9	53	28	10	446
B. They match some of what I have learned.	41	3	7	26	60	13	30	1	2	447	43	11	59	29	2	448	49	6	54	31	9	445
C. They match just a little of what I have learned.	26	0	0	11	39	15	54	2	7	441	21	0	35	52	13	439	21	4	47	36	13	442
D. There is no match.	13	1	7	6	43	4	29	3	21	439	9	5	41	32	23	437	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	18	0	0	11	58	6	32	2	11	442	21	11	56	28	6	446	25	9	53	27	10	446
B. good	54	6	11	27	47	21	37	3	5	446	56	8	53	33	6	446	54	6	55	30	9	445
C. fair	26	1	4	11	39	12	43	4	14	441	20	4	37	41	18	440	19	3	43	40	15	441
D. poor	2	0	0	2	100	0	0	0	0	444	3	0	22	67	11	437	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	26	1	4	13	48	11	41	2	7	443	22	7	40	39	14	442	22	5	45	35	15	442
B. about the same as my regular schoolwork	65	6	9	34	51	22	33	5	7	446	63	9	54	31	6	446	62	7	53	31	9	445
C. easier than my regular schoolwork	9	0	0	4	44	4	44	1	11	438	15	5	49	38	8	443	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	9	0	0	6	60	3	30	1	10	444	24	6	58	27	8	445	24	7	48	33	12	444
B. a few times a week	36	3	8	18	47	12	32	5	13	443	38	7	47	35	10	443	53	7	54	31	9	445
C. once a week	10	1	9	5	45	4	36	1	9	443	13	15	50	29	6	447	9	6	46	33	15	442
D. a few times a month	44	3	6	22	47	20	43	2	4	444	25	6	43	43	8	444	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	32	4	12	17	50	9	26	4	12	446	37	13	48	33	6	447	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	25	0	0	11	41	14	52	2	7	441	21	0	39	46	15	439	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	20	2	10	12	57	7	33	0	0	448	20	8	61	27	4	447	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	23	1	4	11	46	9	38	3	13	441	22	7	49	33	11	443	22	9	55	26	9	446
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	440	20	0	0	100	0	440						
B.	50	0	0	0	0	1	100	0	0	434	20	0	0	100	0	434						
C.	0										0											
D.	0										60	0	33	33	33	434						